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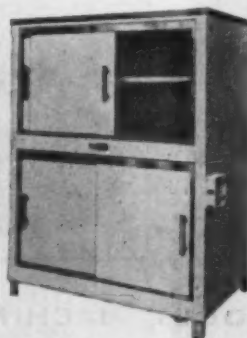
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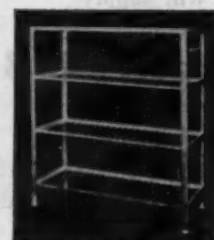


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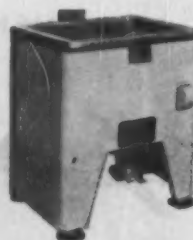
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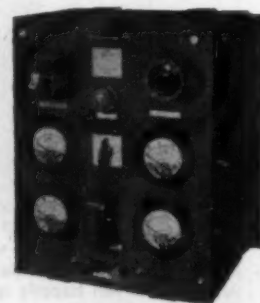
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SCHOOL GOVERNMENT CHRONICLE

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To Whom do the Schools Belong?

An address given by PROFESSOR A. F. JUDGES, B.A., D.Sc., at the Divisional Executives Association Conference last month.

The question to which we are to address ourselves belongs to the order of useful bogus questions. I do not say that it is ineffective as a stimulus to thought; rather the contrary. Dr. Lester Smith, formerly Chief Education Officer of Manchester, borrowed this particular form of words from a German Professor addressing a Cambridge conference in 1900, under the title *To whom do the schools belong?* at a critical stage during the war. He was unable to find an answer, but, in the process of evading this self-imposed obligation, he contrived to put nearly all the issues of current controversy into an admirable historical perspective and, while doing so, to humanise them.

Let us see how Professor Rein of Jena actually put the question at Cambridge:

"The central point of this dispute is: To whom do the schools belong? To the family, to the community, to the Church, or to the State? All these are interested in the school. The problem is: Can their various interests be united by a just consideration of their various rights and duties?"

Like the possessor of any German doctorate of law of that period, Professor Rein was looking for what the political philosopher calls "sovereignty." Where in education does sovereignty reside? Who is it that ultimately takes charge and gives the orders? The nineteenth century contest through which he had lived was still that of the secular arm versus the confessional school idea. It harked back to the ancient struggle between emperor and papacy. By and large, owing to the efforts of Bismarck and the secularist nation-builders, something which the Prussians called the State had won; and Rein thought that sovereignty in matters of social administration properly resided in the great political community, the all-embracing State.

Legally speaking, one is not prevented from moving towards this position in England. Only a few years ago, looking at the Act of 1944, the present Warden of Nuffield College said: "So far as one can see, there is nothing in law to prevent any future Minister of Education from controlling the curricula, text-books, appointment of teachers, and the general direction of education for purely political purposes." (D. N. Chester, *Central and Local Government* (1951), p.23).

There is just a warning light here; but in present circumstances we can afford to neglect it. Events both in Germany and in this country have taught us that Professor Rein was wrong, or at least that in his loyalty to Prussian ideals he grossly oversimplified the question. Yet when he speaks of "a just consideration of rights and duties," we feel at any rate that he is following an important argument; that we are getting warmer. And actually we begin to appreciate that the argument is not about property claims at all. The practical question is: where should responsibility for the proper conduct of the schools be most keenly

felt? And how should responsibility be exercised? It has to be present before it can be used.

Recent events have shown that fathers and mothers, exercised about mistakes in secondary school allocation, are only too willing to challenge the responsibility assumed by officials. This is an interest, however unacademic, in a question which really touch the fundamentals of education policy; and one must regard it as one of the most hopeful signs of the times. Better wrong-headedness than indifference.

Again present debates about religious teaching are far more truly educational in their nature than the ancient fights between dour and obstinate radical ratepayers and smooth archdeacons about who should pay for the voluntary schools. Even unbelieving parents now take seriously the need for the exposure of their sons and daughters to the teaching of religion and what constitutes a moral endowment for participation in adult life.

Cost of Education.

Perhaps the most notable sign of the current sense of responsibility in all quarters is our willingness to pay what looks like the earth, though perhaps still not enough, for the schooling of the young.

The tables for the beginning of this century show for England and Wales 932,000 live births per annum as compared with 665,000 at the present time. We then spent 16 millions a year on public education through the combined purses of central and local government. Of this the local authorities raised 6½ millions. In 1914 the combined figure had doubled to 32½ million and, within this aggregate, the ratepayer's contribution had trebled. To-day in the combined account we have jumped to 569 million, of which the local authorities find 204 million, quite a substantial contribution from the local ratepayers as compared with their modest 6½ million 57 years ago, then made with the assistance of industrial and agricultural property-owners. Allowing for the monetary changes, this is still an impressive story. But the most interesting aspect of the present climate of opinion is surely to be found in the anxiety displayed in the highest political and industrial quarters lest we may still be laying aside too small a part of the national income as an annual investment in future national strength. If this is not a revolution in spending habits, I ask you to find some more striking change in the public's outlook.

Admittedly a large element in all this preoccupation is connected with the making and handling of machines, a necessary but mundane feature of international competition. I think this concentration of interest in technology has strengthened rather than weakened the other elements of public concern. We can no longer state the aims of education

in a couple of epigrammatic phrases: we know that they are multiform and various, and as large as life itself. The prospects of our children embody the future of our family aspirations, of our church communities, our clubs, our group prejudices and class loyalties and our sense of cultural traditions. Morals and politics are all mixed up with policies concerning the practical devices of administrative convenience. No machinery of state control can therefore do full justice to all these needs. All one can say is that some ways of planning our educational controls will do more violence to manifest needs than others will.

The English Compromise

By force of experience we have discovered what Dr. Lester Smith—who is 100 per cent, a Welshman—calls "the English compromise." This, like all forms of compromise is beyond analysis. One is conscious of blurred edges and of suppressed major premisses. We are also conscious of a partnership in action between Minister and a great many executive and advisory bodies through which all claimants to responsibility can become vocal. And this friendly solution, although it looks slightly ridiculous on paper, and although it operates on a financial system which cannot even by its friends be called a pretty picture, keeps in being what in my opinion is the best public education system in the world. It fits as snugly as an old pair of shoes.

We live so close to the elementary facts of these historically based relationships that their reality can readily be overlooked. Here the national state machine arrived late. Our steam-industry economy was already half made before there could be fashioned a civil-service mechanism capable of dealing with public instruction. Moreover the anxious tensions among the religious communities kept the State for long at bay. In other modern states it was otherwise. Respectable State controls came into being in France and Germany before modern urbanisation set in, and before the onset of the kind of educational destitution which is one of the by-products of swift industrialisation.

In other words the initiative in popular education was in England allowed to be taken by voluntary agencies, including the Churches, in default of the central power. These agencies made, it is true, only a moderate job of their assignment, out of narrow means, and at the cost of class jealousy which created two nations in the schools. Yet when the first Elementary Education Act came on to the statute book in 1870, the battle for the creation of State schools had been lost. Parliament was already established in the picture as paymaster, as a subsidiser of the efforts of others. This was to remain its role, certainly until 1944. And the chosen instruments were the voluntary school managements, depending partly on fees and private subscriptions, and the school boards, depending partly on rates. The link of each with central policy was the financial nexus, the grant-in-aid. No State schools, outside Her Majesty's prisons, were to be discovered on the map from that day to this.

The School Boards

All I want to say about the school boards—those much maligned symbols of parish-pump insufficiency—is that, contrary to received opinion, they reveal themselves to the historian as a remarkable experiment in local administration. Admittedly, many boards were indifferent performers. But the more efficient ones, under amateur leadership, possessed the real initiative of the day in the expansion of school practice, more often than not in the face of the indifference of the Whitehall officials. They took and held the initiative and they made up for the neglect of three-quarters of a century, civilising the countryside and the slum alleys, and covering the country with schools, many of which in their day were models of their kind in enlightened building practice, so firmly constructed, alas, that even Hitler's bombers found them virtually indestructible, with their lowering facades and their dark and horrid back-stairs

approaches, and their irredeemable all-purpose assembly-halls. When all is said, the school boards, often operating in rather small districts, provided the most important pioneering experience in the practice of local democracy before the county councils came in at length and became the maids of all work in delegated legislation.

The boards in fact created a ratepayers' democracy with well-defined duties and responsibilities; and, shoddy as their record was made to appear by the advocates of the ascendant county councils, who took over in 1902, many of us, in search of our local government forbears, must look for them in the school boards, which hammered out the principles of school-government democracy and, with their audacious experiments in higher-grade education, actually forced the country high schools upon the nation as the solution of the secondary education problem. The school boards ran up against vested interests in Church and State, and they have had a bad press ever since; which is one reason why the idea of the *ad hoc* education authority long ago seemed to pass out of the field of practical politics. Of course I am not raising the slogan "Back to the School Boards"; but I should like to see the case for a bit of *ad-hocery* revived to-day, if only as a way of demonstrating that we are still alert to improve the machinery of popular control in what has now become the most expensive, as it has long been the most important, limb of the Welfare services. Dr. Ursula Hicks, an economist who is at the same time an authority on local budgeting and rating, and has written a most readable and valuable chapter on local government in her "Home University Library" book on *British Public Finances* (which should be compulsory reading among politicians) provides a good analysis of the current ills of mammoth authorities—the growth of population and the concentration of controls; and her considered and tempered judgment of the work of the larger authorities is that "it is by no means certain that it is in these that the lamp of local initiative burns most brightly."

I say that we should sometimes have the *ad hoc* education authority in mind as a model for discussion. It is not everyone's scheme of improvement. The timid might indeed be anxious lest passions could too easily be roused in local election campaigns confined strictly to questions of schools and scholarship grants, and freed from the solemn practices of political party allegiances; that church congregations and athletic club supporters and members of ratepayers' associations might have to go armed into the streets. But at least all the social groups, from the family outwards, with a sense of responsibility to the coming generations, would have something real and immediate to deal with in the house-to-house canvassing and parish-pump debating which must be the salt and life in what we are trying to defend, alas in a rearguard action, as Western democracy. We need a little more recruitment of men and women with a passion for specific local causes in this rearguard action.

By taking one example, the early ratepayers' board of management, I have tried to show how our pattern of educational administration has been etched by the processes of history, noting the trend from spontaneous voluntary association to the formation of an organised bony structure on a national model. You can observe this trend in the extension of primary schooling; in the development of the adult education movement; in the care of special cases like mental defectives and their placing in jobs. And I suppose numerous other examples of this typical development pattern could be found. In its generalised form, the State decides to adopt and pay for the policy carried out in detail by its chosen instruments; and these chosen instruments are nearly all either local in their allegiance, like those which provide schools and training colleges, or largely regional in their interests, like the boards which are hinged on to the universities and conduct the public examinations.

The Position To-day

As far as we are concerned to-day, the chosen instruments are there in the Act of 1944 for all to see. The destined chosen instruments are there in the Act of 1944 for all to see. The destined chosen victims of further policy may be discovered in Command paper 161, of March, 1957, on the significance of which I will not challenge better informed opinion than my own. All I can say is that I discern the same lack of intelligent preparation as was unfortunately shown by the political planners in the excruciatingly second-rate debate on the new proposals in the House of Commons on 29th July. However, this may be, there appears to be no desire to depart from the doctrine of the chosen instrument. Indeed what promotes misgiving in the utterances of the Government's official spokesman, Mr. Brooke, is the apparent wish to restrict the supervisory functions of the Minister of Education, so carefully enshrined after much debate by Mr. Butler and his fellow-legislators in Section I of the Education Act. Lord Hailsham, it is true, has contradicted these assumptions, but as he has now been snatched away from the sticky and treacherous wicket on which he lately said he would never surrender his defence of the schools' claims to a much larger share of the national income, I am afraid the voice we must attend to is Mr. Brooke's which, in a word, offers more spending discretion as an offset to less financial aid from the centre. But has Mr. Brooke studied the Ministry's directives on capital building licensing and the rules for district auditing?

The planners have clearly underrated the intelligence of those likely to criticise an administrative reform programme. It is to be hoped that more responsibility and intellectual honesty will now be shown. Is it surprising that bodies like the Educational Institute of Scotland show an angry disposition to look for dark concealed motives when they read a document which is so inconsistent as to condemn percentage grants, as invitations to irresponsible spending, and to advocate pooling arrangements as administratively sound? In the face of public statements by Sir Anthony Eden and Mr. Harold Macmillan, implying desperate resolves to catch up with the U.S.A. and the U.S.S.R. in the race for technologists, whatever the cost, the ascribed intention of cutting back on Treasury commitments looks unlikely. But, on the other hand, the Government has not hesitated to suggest that the ratepayers at any rate have had too long a holiday. Now admittedly there is an arguable case for putting a somewhat heavier load on local taxation, even though it is regressive in its action on the poorer ratepayer. The White Paper could have made this case more strongly, and could have made its position look stronger, were the Government ready to face the wider issues of local tax revision, an overhaul of the whole system of property and occupancy rating, a reconsideration of the disastrous sequel to the reliefs given to agriculture and industry during the emergency of the slump; a sympathetic look at outstanding proposals for additional kinds of local levy. Give local authorities a budget mechanism which is not rooted in medieval anachronisms and bedevilled by the effects of statutory rent restrictions, and there would be merit in the idea of quickening the sense of responsibility through the ratepayer's purse. Even so, the national Exchequer is, it seems to me, already getting its pound of flesh in forcing local rate-collectors to produce a cool 200 million pounds to support what, according to the notions of many sensible citizens, is as much a national responsibility as both poor relief and unemployment assistance had become in the 1920's when they were lifted off the ratepayers' backs.

Personally I am with those who wish, for broadly political reasons, to see ratepayers supporting and administering their schools; but the present division of responsibility would be clearer to all if it were generally understood that while 8 per cent. of our total central government expenditure goes to education, child care and nutrition, the local

authorities' own expenditure on education and child care, without aid, is 29 or 30 per cent. of their ratepayers' budget. In a few years, unless the projected scheme of central assistance works much less rigidly than its authors wish us to believe, the ratepayers of all forward-looking authorities will be putting far more than 30 per cent. of their annual resources into education; for, as Sir Frederick Mander and others have pointed out, the bulk of the percentage-grant money scheduled for transfer into the block-grant bracket is the education grant. It is astonishing that the authors of the White Paper were naive enough to believe that this highly significant fact would escape observation and that we should not at once begin to count the cost on the local expenditure account.

The Block Grant

Now, as to the propriety of the device of the block grant, I suppose we shall find that there are real grounds for debate and disagreement. We ought at this critical juncture in our financial history to have some sympathy for a Chancellor of the Exchequer who wants to see his commitments soundly and stably crystallised at a level calculable in advance. One can also understand the wish of the tax and expenditure experts to simplify from time to time the items of complexity in our national accounting. My first impression of the financial proposals was that they looked like a Treasury memorandum inspired by administrative tidiness; and it seemed characteristic of a scheme first conceived by reforming pundits that it should bear the marks of intermediate revision by departmental civil servants. When we saw it the original elegant simplicity of an all-embracing block grant had already suffered. The mice had been at it. You will have noticed for example that the police funds payable from Whitehall had somehow got out of the block. Was it feared that penny-wise County



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Councils would start saving on their police force before calling on the education officer for economies? This anxiety was presumably expressed in high quarters.

I do not myself believe that history and the experience it offers can provide any support for this kind of reform. Since the first government subvention to education in 1833, every conceivable variety of grant-in-aid to local agencies has been tried out. We have had bits of "assigned revenues" released from the national exchequer and handed over to local government for particular purposes, like the Whiskey Money of 1890; we have had grants to teachers graded by qualifications, grants to school managers based on payment by results in their schools, combined with minute *per capita* increments; we have rung the changes on small aids for school houses and large aids for training colleges, hundred-per-cent. aids for emergency hutting and school meals; increments to local education authorities to take account of the presence of large juvenile age-groups; deductions for high rateable capacity; separate over-all grants for elementary and secondary services—very tiresome expedients these were. We have even had attempts at rolling up Parliamentary educational subventions into a universal local service block grant. There was such a proposal during the period of the Geddes Axe in the early twenties, foreshadowing the 1929 block grant, which formed part of Neville Chamberlain's drastic reforms; but in this and all similar discussions it has been recognised, to quote a relevant government blue book, that "a block system of grants, wholly unrelated to expenditure and fixed for a number of years, could not economically be applied to a service like education which was still in process of development and major reform."

Thus the present education grant system finally emerged, based in the main on a percentage subsidy towards authorised local expenditure, but severely modified by an equalization formula; and this has operated for the past four decades and, I should say, has never been more tidily constructed and operated than at this moment. The weakness of the present grant formula is the weakness of all formal contracts, that it will not comprehend sudden changes in public policy calling for extra local expenditure. New and unrehearsed items have perforce to be rigged up with a separate account in the joint books of Exchequer and local education authority, taking note of any new major effort called for from the latter. This is after all true to the pattern of historical development, for the most successful principle has always been that of stimulus and reward for effort by the executants; the conception being, in homely terms, that Parliament can stir its chosen instruments into prescribed forms of activity, just as nature in our gardens will respond to well directed jets of liquid fertiliser. As policy settles down the action of the stimulus levels out, as it were; but if you want an extraordinary display of local zeal on some newly discovered educational necessity, such as accommodation for a new age-group in secondary modern schools, as in the case of the Horsa programme, then you need a special extra and very temporary jet with a rich mixture in the reservoir.

No doubt a more convincing case for merging Education in a block grant could be made under conditions which offered a high degree of stability; an even keel for sterling and prices, a settled policy for the welfare services. It certainly looks as if the Government now wishes to pass the onus for ensuring stability from the centre to the periphery. And this is really a ridiculous expectation for them to cherish during an inflationary crisis. And the more so when we remember the dynamic elements in the educational programme itself. Signs are not wanting that the Ministry of Education will be under pressure to measure the national resources in men and women and building equipment against the implications of Section 35 of the Education Act, which promises compulsory schooling to the age of 16; and of Section 43, which speaks of obligatory further

education and all that the county college idea offers to the country's youth; and even this without reference to Section 7, which adjures the local education authorities to provide more nursery schools without delay. In this last case the Government has actually had to apply the brake to the development of Parliament's intentions.

Thus a lot of work for local education authorities is banked up behind the tenuous fabric of the Ministry's discretion; and we are surely to expect that the passage of the bulge through the secondary schools in a few years time must herald the implementation of large and costly extensions of the school services already part and parcel of the statute law; running up bills for I do not know what! How do the Treasury authorities anticipate that the atmosphere of tranquility and wise and cautious spending which is not to prevail in county finance committees will be affected by these jolts within the largest province of their financial commitments, a province which we must expect to be in a state of excitation and feverish development for years to come? We cannot envy the negotiators in the periodical discussions with the Government on what are described as "such factors beyond the control of local authorities . . . as are expected to affect materially the demands on the local authorities in respect of the relative services in the period."

The situation is going for years to bristle with this kind of factor, which will now have to be looked at in the partial darkness encompassing the negotiating machinery that is being offered.

In practice I am fairly sure that the education programme and the price to be paid for it out of central and local funds will have to be kept under constant review by both Ministers and local authorities. If the review is interfered with by doctrinaire adhesion to some principle of local financial independence, then the Ministry of Education will be failing in its duties of leadership, and we shall not have the items in the programme coming forward in the order which the occasion demands. If the negotiations do proceed regularly, then the national fund hypothecated to Education within the block grant will undoubtedly come to be treated as a separate account; and the block grant itself must wither away. If events take their course, I believe that this withering away is what is likely to happen. Much better that the whole notion were dropped without delay.

The Block Grant

Teachers and their employers, the local education authorities are joining forces in the campaign against the Government's proposal to introduce a Block Grant for education and make local ratepayers meet a bigger share of the cost of education.

The National Union of Teachers, which represents 230,000 teachers, and the Association of Education Committees, which represents the local education authorities, both regard the Government's proposals as a serious threat to education and they are holding a series of public meetings in major provincial centres at which leading members of the two organisations and of other educational bodies are outlining the case against the Block Grant.

The first meetings are being held at Leeds, Nottingham, Cardiff, Birmingham and Bristol, and meetings at other centres may follow later. The series will culminate in a mass demonstration to be held in London.

It is reported that the Egyptian Government is arranging for the teaching of Italian in their Secondary schools.



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Technical Education in England and Wales

Progress Report by Further Education Under-Secretary.

Addressing the Southern Region of the Federation of British Industries last month Mr. A. A. Part, Under-Secretary in charge of Further Education Branch of the Ministry of Education, said the launching of the Russian satellite had led many people to ask how we have been getting on with the expansion of British technical education since the publication of the White Paper on that subject eighteen months ago. Here, said Mr. Part, is a progress report so far as the technical colleges in England and Wales are concerned.

"About 320 building projects estimated to cost over £60 million have been approved in principle. This will spread opportunities for technical education throughout the country. The number of sandwich courses has doubled, from 100 to 200. The Hives Council have recognised forty-nine courses as leading to the Diploma in Technology; and the number of full-time teachers employed in technical colleges increased in 1956 by 950, from 9,920 to 10,870.

"There are now eight colleges of advanced technology and two more are in prospect. The number of 'regional' colleges which also concentrate largely on advanced work has been raised to twenty-three by the recognition for the 75 per cent. advanced technology grant of the colleges at Bristol, Kingston-on-Thames, Liverpool, Plymouth and Portsmouth.

"No less important than the advances illustrated by these statistics are the steady improvement in the morale and standing of the technical colleges. Before the White Paper they tended to be thought of in some quarters as mere adjuncts to school and university education operating in a field littered with the initials of innumerable qualifications. They were seen as representing the classic example of the second chance for those who, for whatever reason, had left school early or missed a university education. Now the national shortage of scientific and technical manpower and the changes in the school system which are drawing more and more of the best talent into the Sixth Form, are elevating the technical colleges from a second chance to a first choice for many people. The local education authorities have responded vigorously to the White Paper, and many leaders of industry and senior representatives of the universities are now helping the colleges by serving on governing bodies, national and regional advisory councils, and the Hives Council.

"We must also strengthen the quality of technical education and to transform those colleges which need transforming, from institutions where technical qualifications may be obtained, into places of liberal education. Fundamentally, this means getting good teachers. Career prospects in these colleges have substantially improved and the Minister is at present considering what further steps should be taken in the light of the Willis Jackson Report on this subject."

Atomic Energy

Speaking particularly about atomic energy, Mr. Part said that the colleges of advanced technology at Birmingham, Bradford and Salford would start next January to provide six week courses designed as an introduction to the main course in nuclear engineering provided by the Reactor School at Harwell. The Reactor School which would in future itself provide only the later stage of the course would thus be enabled to concentrate on the most advanced topics and would also be able, by shortening its own course, to train more students each year.

The Ministry of Education in conjunction with Harwell had run two very successful short courses for teachers in technical colleges: the first in 1956, attended by twenty-four teachers, on radio isotopes, and the second this summer, attended by fifty teachers, on nuclear power engineering.

Many technical colleges already provided short courses in the techniques of using radio isotopes. There were also many short lecture courses on the use of nuclear energy for power plants: they were intended for professional engineers and scientists who may not themselves as yet be concerned with nuclear techniques, but wish to broaden their professional training by some acquaintance with the principles and problems in this new field.

The Tasks Ahead.

Looking forward, Mr. Part listed some of the tasks ahead. At the leading colleges the Minister hoped to see a big increase in applied research and consultant work for the benefit of industry. The Hives Council had set up a committee to consider an award or awards higher than the Diploma in Technology; Hostels were being planned for all the colleges of advanced technology and the development of libraries and liberal studies in all colleges would be strongly encouraged. Mr. Part hoped also to see before long a new advance in the field of education for management.

Most of the really big firms were already training a generous number of apprentices. The next main job was to increase the contribution of the medium sized and small firms. The Southern Region, in which such firms predominated, had already shown what could be done: between 1947-48 and 1955-56 the number of full-time students in the region rose from 2,000 to 3,250 and the number of part-time day students from 7,700 to 20,700.

Taking the country as a whole the number of part-time students sent to the colleges by their employers during the day had been increasing by 30,000 a year. The aim was to raise this rate of increase to about 50,000 a year. The numerous new local colleges now under construction or planned should greatly help this process.

In sandwich courses we were still only near the beginning of the road. The present distribution of these courses in England and Wales was fifty-six in the eight



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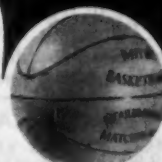
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colleges of advanced technology, sixty-nine in seventeen regional colleges and forty-three in seventy-three area colleges. The tasks now were to build up these courses into really strong concerns and to secure real integration between the industrial and academic parts of the course. The links between the colleges and industry were still not nearly close enough.

Sandwich courses—and, indeed, technical education generally—had to be “sold” by the technical colleges to industry and the schools. A surprising number of industrialists knew very little about the colleges and many more sent apprentices there without taking much interest in their performance.

The Technical Colleges and Schools.

It was becoming more and more evident that those who wished to succeed in technical education should stay at school as long as they could profit by doing so and get a good general education. For this reason alone the improvement of the primary and secondary schools was just as important as the expansion of the technical colleges.

The schools had done a magnificent job in building up their mathematics and science sixth form in spite of the shortage of science teachers. How many people realised that the passes at Advanced level of the General Certificate of Education in mathematics, chemistry and physics had increased between 1951 and 1956 by 55 per cent., 34 per cent. and 47 per cent. respectively?

As these and other figures showed, the schools were thoroughly aware of the importance of science but because for the most part, they quite rightly taught little or no technology, their staffs were less familiar with this than with pure science. It was up to the colleges to keep the science masters and mistresses up to date with the latest developments in technical education, and he hoped that the new high-level opportunities opening up in the colleges would lead the Heads of schools to extend to the colleges the close ties which they traditionally had with the universities.

Briton to aid Liberian Educational Programme

Mr. Douglas McLaren, of Lewes, Sussex, who has been working with the educational staff of the London County Council for the past six years, has accepted a Unesco commission to help Liberian education authorities to build up their fundamental education programme that is, community education for better living.

Mr. McLaren has spent nearly ten years in Africa on similar work. In Swaziland, he was in charge of three national fundamental education schools from 1940 to 1943, and later he directed the formation of a national community centre in Ethiopia. He afterwards served as mass education officer in Nyasaland.

With the help of Unesco, a national fundamental education centre has been established in Liberia, at Klay, about forty miles from Monrovia, the capital of the republic.

There were about 2,800 all-age schools in England and Wales at the beginning of this year, containing about 170,000 senior pupils.

More Schools under Construction in Northern Ireland

The eighth edition of the “Digest of Statistics” published by the Northern Ireland Ministry of Finance contains figures which give an indication of the progress of Northern Ireland’s school building programme. Under the heading of “Education” the digest notes that at the end of 1956, fifty new secondary intermediate schools providing places for 2,045 pupils were under construction compared with thirty-two providing for 17,520 pupils at the end of 1955.

More primary and grammar schools were also under construction at the end of the year. The figures for primary schools being thirty-eight (accommodating 7,480 pupils) compared with twenty-six (5,235) at the end of 1955 and three grammar schools (1,390) compared with two (430 pupils) at the end of 1955.

Fewer primary and secondary intermediate schools were completed in 1956 than in 1955, the figures being thirteen primary schools (compared with eighteen the previous year) and four secondary intermediate schools (compared with eight the previous year).

The number of full-time teachers employed in grant aided schools continues to show a steady increase. For example, in primary (including nursery) schools 6,367 teachers were employed in 1956/57, as against 6,265 the previous year. In secondary intermediate schools there were 603 (522), in grammar schools 1,700 (1,649), and in special schools 88 (75).

Married Women Teachers

It is true to say that if married women were excluded from teaching posts in schools the education service would break down. Every local authority must acknowledge with gratitude the contribution which married women make to the service.

To the early pioneers of women’s rights the position as it exists today would seem to justify all their struggles and sufferings for the cause. All the professions have opened their doors to women, and women take their places alongside the men. Indeed, in science and engineering, the cry is that not enough women are coming forward. The champions of women’s rights have always claimed that marriage should not mean that a woman should give up her work. They would no doubt applaud the present position where women carry on as teachers and doctors even after marriage.

Yet anyone who takes the trouble to go through a list of married women teachers of any authority is driven to the conclusion that the practice is not so glorious as the theory. Bernard Shaw, in giving advice to young men who wished to make a career for themselves in the world, advised them to put their mothers out to work. He, of course, did so himself with conspicuous success. He was over forty before he could earn any kind of a living at all, and after that he married a considerable heiress. One has a suspicion that many married men are adapting Bernard Shaw’s advice to their own purpose—in other words they are putting their wives out to work.

It is difficult to say how widespread this practice is. There seems little doubt, however, that it exists.



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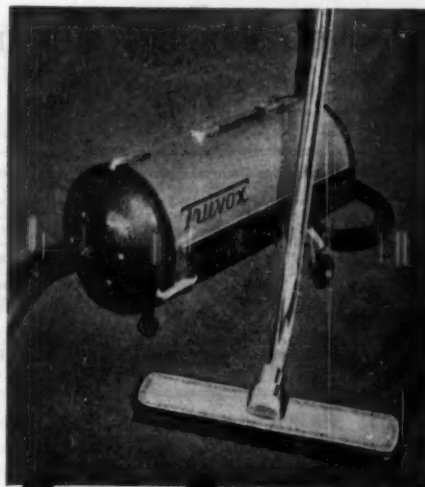
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The
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No. 3388

NOVEMBER, 1957

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Month by Month

The Threat to Education.

THE Association of Education Committees has performed a most valuable service in publishing a most clear, factual and convincing pamphlet "The Threat to Education—The Case against Block Grants." It is good also to see that in a foreword by Dr. W. P. Alexander and Sir Ronald Gould it is commended on behalf of both the Association of Education Committees and the National Union of Teachers. The pamphlet explains with clarity the present financial relationship between central and local government and shows convincingly how seriously the education service will be affected by the proposed new arrangements. As is stated in the Foreword it sets out "reasons why the Government's finance proposals are fundamentally hostile to the best interests of education"; in other words, why they constitute "a threat to education."

It is to be hoped that this most careful, thorough and yet concise and convincing examination of the new proposals will be widely bought and read. Members of the Association—and that means all the Education Committees of the Counties and County Boroughs of England and Wales without a single exception—will be gratified at the vigorous way in which the Association has acted and is continuing to act upon the decision made at its Annual General Meeting in June. The Association expressed itself as "wholly opposed" to the intended grant changes and instructed its Executive Committee "to take all possible steps to secure the retention of a percentage grant formula for the education service." As the pamphlet points out, this is not a party political matter. The fact that a Conservative Government is proposing the Block Grant and a Socialist Opposition is opposing it should not be allowed to confuse the issue. The proposals in fact cut right across political party boundaries. The Association of Education Committees and the National Union of Teachers are not in any way allied to the Labour Party or to any other party. It is as true of these two associations, as it is of educational bodies that have declared themselves on this matter, that their members are drawn from all political parties and that they are nevertheless at one in their entire opposition to the Block Grant. "Never before" the pamphlet concludes "has there been such universal recognition of the extent to which our survival as an industrial and commercial power depends upon the improvement of our educational system" and it is such improvement, even very survival itself, that is placed in jeopardy by the folly of the present Government.

* * *

SINCE our last issue a parliamentary session has ended and a new one has begun. **Educational Building.** The old session ended with an economic debate, in which the Chancellor of the Exchequer announced what checks were to be imposed on government and local authority expenditure. Education, it appeared, would suffer least from the new economy measures. Next day the Minister of Education issued Circular 331, which explained what the arrangements for educational building would be, in the light of

the Government's proposals "to stabilise capital investment in the public sector in 1958-59 and 1959-60 at this year's level." No change is proposed in respect of any building projects included in the 1958-59 building programme which are needed to accommodate an increased school population, to serve new housing areas or to provide additional science accommodation. Some rural reorganisation projects and certain other work designed to improve existing conditions will have to be deferred. Here the Minister had obviously the difficult task and duty of determining priorities, having regard to the many claims on the newly limited total sum available. Many educationists will feel, and feel most strongly, that rural reorganisation should have priority over additional science accommodation. The continuance, thirty years after the Hadow Report, of unreorganised schools is so grave a scandal that it is difficult to understand how it can even temporarily take second place. To "improve existing conditions" in schools which long before the Butler Act were declared to be intolerably defective seems also to allow of no delay. It is, however, some comfort to know that, according to the circular, relatively few projects are involved in this deferment. Certain projects relating to training colleges, special schools and school clinics will also have to be deferred. New restrictions on minor works will be more serious in its effect than might appear from the total capital sum involved. The circular points out that expenditure on minor works has risen from £8m. to £14m. since 1954. Nearly half of this was spent on improvements to premises. It may be assumed that all these improvements were matters of educational necessity. Now such expenditure must be "severely restricted" and limited so far as possible to the provision of new school places or essential teaching accommodation.

* * * *

Christian Knowledge.

It is a matter of regret and surprise that *The Times* of all papers, should have made such grave charges against Religious Instruction in England, perhaps even in Great Britain, in a leading article ostensibly commending Professor Cross' new "Dictionary of the Christian Church." The writer began by referring to "startling reports of ignorance among children of the simplest religious facts." It was alleged that teenage boys from comfortable homes did not know even the first words of the Lord's Prayer. People who will believe that will believe anything. How strange, by the way, that the same ignorance was not found among teenage girls. Boys and girls pass through the same education. Less fortunately placed young children, *The Times* stated, had "never even heard of Christ." Again one cannot fail to be shocked and disgusted at such a statement. The writer even informed his readers that there had been a "noticeable slackening of religious instruction" over a now considerable period of years "in the schools as well as in the homes. Sir Ronald Gould, writing as General Secretary of the National Union of Teachers, replied to these strange strictures. To what "startling reports" did the writer refer and what responsible body had produced any report of the nature mentioned? What evidence had the Editor to support the charge of a "noticeable slackening" in the religious teaching given in our schools? It is significant that no attempt was made to answer these questions. Sir Ronald Gould

rejected the charge as "completely unfounded" and pointed out that schools to-day are bearing a bigger responsibility for the education of the young than at any time hitherto. Teachers, he rightly said, deserve encouragement rather than unsubstantiated generalisations.

A grammar school teacher of religious knowledge, commenting on Sir Ronald Gould's letter, asked whether the Education Act was really being implemented even in the letter, let alone the spirit, in the matter of religious education. This is a very proper question to ask and it may well be that in some schools religious instruction has been left to take care of itself. Local authorities and teachers generally are, however, alive to their responsibilities in the matter. One county education authority is at the moment collecting information regarding the manner and extent to which agreed syllabuses are really followed in the schools. It is to be hoped that the results of the enquiry will be made public and that if necessary local education authorities, through their standing advisory councils on Religious Instruction, will review their syllabuses where such review is found to be necessary. The grammar school correspondent was however not strictly correct in stating that the Butler Act "provides for a minimum time-table allocation for the subject." The Act requires that there shall be corporate worship daily but it does not say how much or how often religious instruction shall be given. In most schools such instruction is given for two or three periods a week at least. The requirements of the Act, however, are met if the subject appears on the time-table. The minimum allocation is thus one period a week. It must be regretfully admitted that there are some secondary grammar schools where this quite inadequate and almost contemptuous allowance is never exceeded.

* * * *

Salaries and Wages.

THE action of the Minister of Health in refusing to accept the agreed proposals of a Whitley Council may at first sight appear to be no concern of the education service. Such a view would however be very superficial. Mr. Walker-Smith, in acting thus, showed what the new Government policy would be in action. The action followed swiftly upon statements by the Chancellor of the Exchequer and the Minister of Labour in the economic debate referred to above. The danger of wage increases as contributory towards inflation was stressed. At the same time a pledge was given that the principle of collective bargaining would be respected and upheld. It is felt that the Minister of Health has in effect violated that pledge; even the Conservative *Daily Telegraph* was unable to support his veto on a three per cent. rise for clerical and administrative officers in the National Health Service. According to a leading article in that journal "the action taken by the Minister of Health in reversing a decision of a Whitley Council seems to be not merely uncomfortable but also questionable." The choice of a victim by the Government is particularly lamentable. Increases far greater than this have been granted and, one suspects, will be granted again to railwaymen, busmen, dockers, miners and other industrial employees. A mere three per cent. increase would, in fact, not be even considered by any organised body of workpeople. Here, however,

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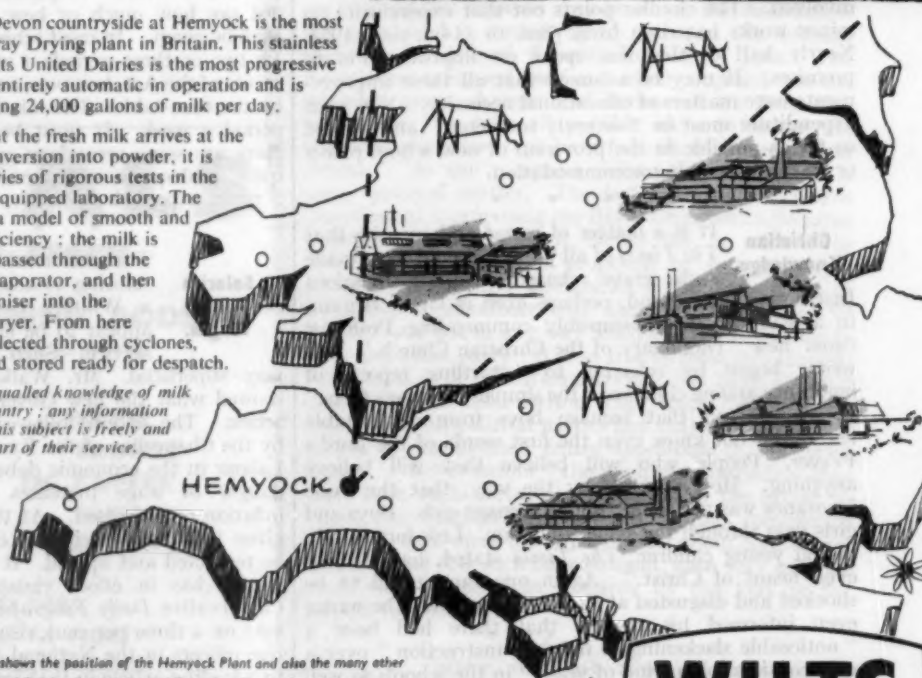
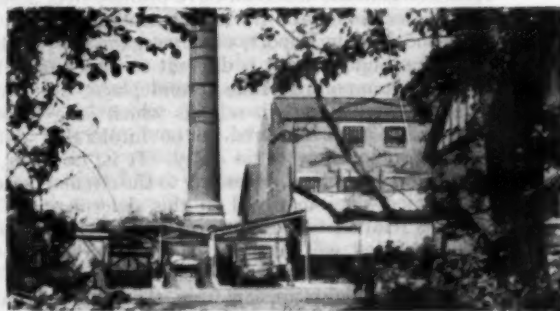
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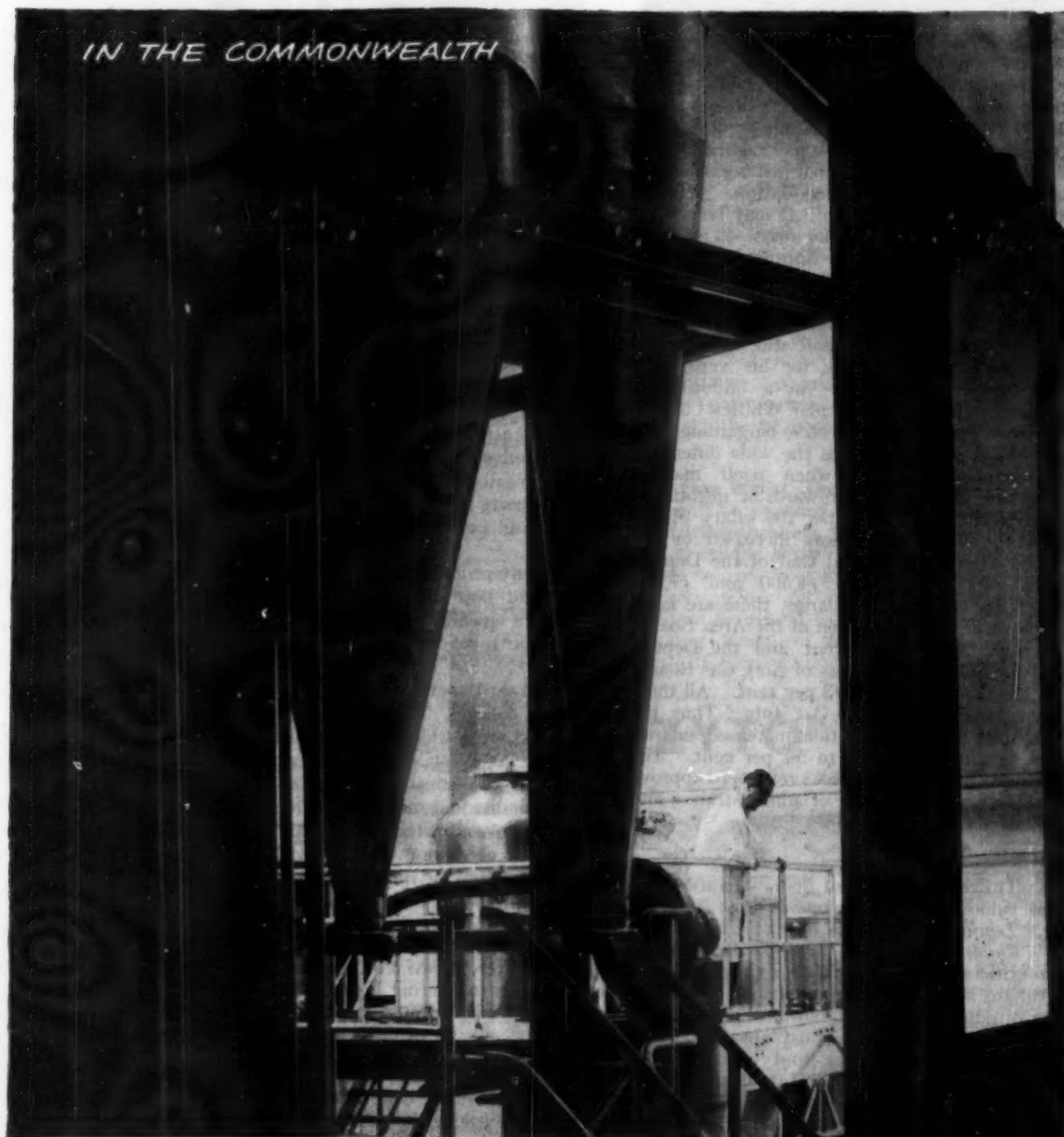


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is a body of black-coated workers whose salaries can only remotely and minutely affect the cost of living and who are unused to using the strike weapon. These are the people who must wait indefinitely for even the very small increase which their own employers are prepared to concede to them. In the education service there are many officers and servants whose pay is governed by negotiated awards which are honoured just because they are the outcome of such national negotiation. What is to happen to these people in future. It may be argued that at any rate the Minister cannot refuse to approve awards which do not require his approval. He can however give a lead to local education authorities, which so desire it, to repudiate agreements entered into on their behalf. All confidence in national negotiation is shaken by the Minister's action and still more in his reported discovery, as an excuse for his veto, that Government representatives were "in a minority on the management side of this particular Whitley Council and so the normal principal of collective bargaining does not apply." Most serious of all is the wide difference between Government practice when itself making increases and its practice now towards a negotiated increase. As recently as September the salary of the Chairman of the Gas Council was increased by the Government by 41.6 per cent. and that of the Deputy Chairman by 50 per cent. to £8,500 and £7,500 respectively. In addition to salaries, there are large expenses allowances. The Chairmen of the Area Boards received increases of 44.4 per cent. and the Deputy Chairman 41.6. Full-time members of Area Gas Boards went up at the same time by 33.3 per cent. All these increases were back dated to the 1st July. Thus the Government itself by its own action increased salaries by amounts ranging from 33.3 to 50 per cent. The same Government within a few weeks refuses to approve a 3 per cent. increase to a body of administrative and clerical workers.

THERE is so much of first rate interest in value in the recent report on *Adjustment Teaching for Educationally Subnormal Children in Exeter in 1956* that one is reluctant to criticise. It is nevertheless suggested that it is unfortunate and misleading to include under the one heading of educationally sub-normal both children of limited mental capacity who must always be sub-normal and children of average and even superior intelligence, who for quite different reasons require adjustment teaching solely in order to enable them in the end to be educated with other children of average or superior intelligence in the ordinary school. The very term "educationally sub-normal" was introduced into the vocabulary of the education service as the name for one of the categories of handicapped pupils listed in the Handicapped Pupils and School Health Service Regulations. A local education authority is under a statutory duty to seek out, discover and classify all handicapped pupils in its area. To do this the appropriate Forms H.P. must be used and each case reported to the Education Committee. The Authority must be notified of each case "ascertained" by the Principal School Medical Officer. The Education Committee must receive all such reports and must by minute declare its decision on the recommendation made in each case.

If an educationally sub-normal pupil is not ineducable and as such referred to the Health Authority, he will require special educational treatment. If this can only be given in a special school, day or boarding, that child must continue to attend school until the end of the term in which he attains the age of sixteen. It is evident from the Exeter report that many of the children with which it is concerned are not educationally sub-normal in the generally accepted sense of the term.

Importance of Technical College Libraries

Speaking at the Association of Special Libraries and Information Bureaux meeting last month, Sir Edward Boyle, Parliamentary Secretary to the Ministry of Education, said there was an immense change everywhere in attitude towards technical colleges. They were no longer regarded as providing opportunities for those who fail to get admission to an engineering course at a university but were an integral part of the education services and provided facilities which cannot be found elsewhere.

For many people the technical colleges were no longer the second best choice. This was undoubtedly the result of a splendid response from industry which had been quick to see the quality of the products of these colleges.

Sir Edward went on to speak about libraries in technical colleges. "We want" he said, "better and larger and more widespread use of libraries in technical colleges. At every stage of education the provision of libraries is the surest indication of how much we care for the individual needs of students. If we are to produce the sort of technologist and technician that we most badly need we must see that his training includes a good measure of quiet and contemplative browsing amongst the books of his own selection.

"Moreover, the increasing complexity of scientific and technical studies makes it impossible for any scientific worker to rely forever on the elements of his subject which he learnt during his student days at a technical college. Students must learn quickly the importance of keeping abreast of development by reading technical journals. These can only be provided in an easily accessible library in their own college. And when they eventually leave the college it must be possible for them and their colleagues in industry to go back to the college libraries and get the material which they want.

"The first duty of the library must always be to those working in the college itself. But the Government have constantly emphasised the importance of close co-operation between technical colleges and the industries that they serve. We expect technical colleges to be power houses of education in the area which they serve.

"We hope, however, that college libraries will also be able to offer assistance to industry, especially to those firms which have no information service of their own. We hope that technical colleges will take an important part in leading the social and educational life of their areas and it is entirely appropriate that they should be ready to give assistance of this sort to nearby industry."

A Time for Greatness

The Necessity for a Broad Education

Discussing the successful launching of the Russian space satellite, the *Journal of The Textile Institute*, observes that it would be well for responsible citizens of all countries to look away from the scientific and technological paraphernalia with which the event is surrounded and consider its ethical and moral obligations.

"In what moral atmosphere will the conquest of space be developed? With what sense of ultimate purpose will mankind launch upon this next adventure?"

Pointing out that "it is not enough" that great spaces should be explored and made known, that new resources should be tapped, nor that new areas of unsuspected knowledge should be made available, the *Journal* stresses that these things can have significance only if they are developed in an atmosphere of the most profound moral considerations, and that these considerations cannot be formulated by those who understand nothing of the concepts which are necessary to the sheer physical performance of the conquest of space, or who have no idea of the vast technological developments which may yet arise as a result of the discoveries which may be made.

"It is not enough to have scientists and technologists who can plan and undertake this exploration, or philosophers to ponder on its significance. There must be men and women capable of the synthesis between the material and the spiritually significant aspects of the world they are about to make."

"At no point in recent history has the necessity for a broad education of our young people been more strikingly obvious. Technologists and scientists we must have, to look after our interests as a nation during the new era, but it will not be enough if, by their education, they are ill-equipped to explore and understand the deeper meanings and the ethical implications of their actions."

"It is at this point that the duty which rests upon any professional body to care for the development of its young people is of even greater importance. Who knows what contributions the new technologists and scientists who decide to specialize in the field of textiles may be called upon to make as researches spread further and further into fields which at the moment, can only be imagined? Who knows what wonderful opportunities will be placed at their disposal, or, for that matter, to what temptations they may be exposed? Who knows what decisions they may be called upon to make, or, like the nuclear physicists of our generation, what conflict of higher loyalties they may have to face? No technologist, no scientist, can be certain that his chosen field of work will not make its contribution to the exploration of space or that he will be spared these doubts and difficulties. It is not unreasonable to assume that Textile Chemistry, Textile Physics, Textile Technology will sooner or later be involved—just as they were involved in the early days of flight, or in the conquest of Everest."

"One thing is certain, it is not a time for remaining content even with the vast strides now being made in the science of textiles. It is a time to use and exploit them to the full in the world we know, and in the world we have still to explore."

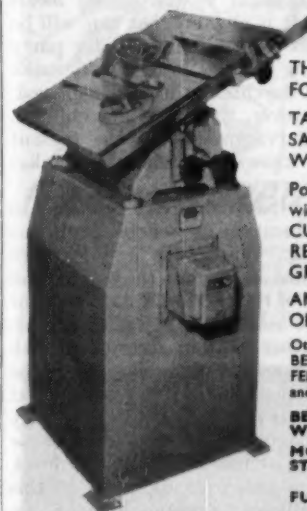
"If the Textile Institute can make any claim for its

achievements since its charter, it is that it has provided the technologists and scientists working in the industry with standards of knowledge and achievement which have come to be generally recognized and respected. This is a continuing obligation which, with the new era, becomes yet heavier, and of greater importance. Much thought must go to the steps that are to be taken to ensure that the stature of our professional man of the future is appropriate to the times, and that he has the respect and esteem of his fellows and plays his part side by side with them. To do this it may be necessary to see that his early education is both broader and deeper."

"It may well be that, over the next twenty years, all the fundamental values of human life, our conception of good and evil, our conception of right and wrong, our conception of sin and virtue will have to undergo the most agonized re-thinking. It is a time for greatness. Within the narrow field of our own profession, let us see that we prepare men and women able to comprehend this new universe in which they must live out their lives."

Thirteen Walter Hines Page and Chautauqua Scholarships will be awarded by the Education Committee of the English-speaking Union of the Commonwealth in 1958 to enable British teachers to visit the U.S.A. for periods ranging from four to eight weeks. Full particulars and application forms can be obtained from Miss L. Moore, Secretary, Education Committee, The English-Speaking Union of the Commonwealth, Dartmouth House, 37, Charles Street, Berkeley Square, London, W.1.

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As the Administrator Sees It

(FROM A SPECIAL CORRESPONDENT)

CIRCULAR 331

The assembly of Parliament at the end of October brought a very welcome circular—circular 331—from the Ministry of Education, setting out the Government's policy for capital works in the education service. The circular must be welcomed on two grounds. In the first place many authorities had suspended their capital programmes because of the increase in the bank rate. The Ministry now make it clear that it is not the Government's intention to suspend all work. In the second place the circular must be welcomed because its proposals are not so drastic as many people feared.

So far as the main programmes for primary and secondary schools are concerned no change is proposed in respect of 1957/58 or 1958/59. The total amount allocated for 1958/59, is in fact, fifty-one million pounds. Some schemes of rural re-organisation will be deferred, but the circular claims that very few programmes are, in fact, involved. Similarly the great programme for technical education is untouched. This must give considerable satisfaction to all who believe that the future progress of this country is bound up in technical education.

The main postponement and deferment concern teacher training, special schools, school clinics, village halls, community centres, playing fields and the like. Minor works costing up to ten thousand pounds will be restricted to projects which provide new places of essential teaching accommodation. The Ministry also propose to give further thought to the school meals programme for 1958/59. It is obvious that this will be reduced. This is a service where it is easy for party politicians to score debating points. It is easy to make emotional accusations that the children are being starved. Every teacher knows, however, that very few children are anywhere near the starvation line at the present time. Also every teacher knows the waste which takes place in the school meals service.

One cannot help feeling that the advice tendered to successive Ministers of Education on school meals has been completely unrealistic. There was a time when accommodation for meals was assessed on the assumption that seventy-five per cent. of the children would stay for a mid-day meal. Now the assessment is forty per cent. This latter figure is altogether more in accordance with the facts. Similarly every teacher knows that the advice proffered by many members of the meals staff at the Ministry has no relations to the facts of life. Many millions of pounds must have been squandered because of the bad advice tendered at national and local level. Everybody will welcome a balanced approach to this important service. The Ministry's proposals which are promised will therefore be read with much interest.

The education service has, in a sense, suffered a reprieve. The action of many local authorities in suspending building operations could have had serious consequences. The Ministry's circular gave a clear indication that so far as essential projects are concerned there is no need to apply a standstill order. The fact is,

of course, that so far as primary and secondary schools are concerned the children simply have to be accommodated, and that even on present programmes the years 1959 to 1961 will be difficult years. Similarly the technical programme is not an option; it has to be carried out. The Government have given a clear lead on this. It is now the duty of the local authorities to follow that lead.

EXAMINING BODIES

It is often a surprise to many parents with children in grammar schools to discover that, although there is only one G.C.E. examination, the examination papers themselves can be prepared by different examining bodies. In fact there are nine examining bodies for the G.C.E. It is difficult to see why so many examining bodies should be necessary. Their presence does not make the administration of the educational service any easier and it adds to the difficulties of parents, especially those who move from one part of the country to another.

In Scotland a pupil at a secondary school in his examination year can move from Stranraer to John O'Groats knowing that in his new school he will read the same prescribed books and will follow the same syllabus as in his old school. The English boy who moves from one school to another is not in the same happy position. Indeed, it can be said that if his new school is taking the same examination as his old school it is simply a lucky accident.

It frequently happens in larger boroughs, where there is more than one grammar school, that one school will take the G.C.E. examination of one examining body and another that of another. In such circumstances comparisons are inevitable. No doubt the examining bodies themselves try to ensure that their standards are the same, but it is very doubtful if they achieve this in practice. When entry to professions is governed by the possession of the necessary certificates in the G.C.E. examination it is a serious matter when there are differing standards.

At advanced level the position is often more serious. Local authority awards are given to candidates who have the required number of passes at advanced level. If it is easier to satisfy one examining body rather than another, it is obvious that injustices can occur.

The British public have been remarkably acquiescent in the grammar school examination system. This is perhaps so because, comparatively, the number of children taking the different examinations is small compared with those who do not take the examinations. But as more and more people begin to present themselves and as more and more comparisons are made it is inevitable that the simple question will be asked "Would one examining body, covering the whole country, not be better than nine?"

The Cosser schools television sets can now be provided with a trolley specially designed to give the optimum viewing height recommended by the advisory committee.

Yesterday's apprentice is the undergraduate of to-day

Mr. Macleod on the Increasing Demand for Technologists in Industry.

People who complained that the would-be craft apprentice of to-day was of a lower educational standard than the craft apprentice of yesterday overlooked one important point—and that was that the boy who yesterday became a craft apprentice might to-day be going to the University.

This was stated by Mr. Iain Macleod, Minister of Labour and National Service when he spoke at the annual conference of the British Association for Commercial and Industrial Education.

Mr. Macleod continued: "It is only too easy to forget the magnitude of the revolution that has taken place in our educational system within even the present generation of school children.

"But it is not merely that an ever-increasing number of young people are staying on longer at school or going to a University; there is an ever increasing demand for them when they do finally leave school or University. Last year, for example, it was estimated that by 1970 industry's input of scientists and technologists would need to be doubled. As the number of scientists and technologists goes up so will the number of technicians and so will the number of craftsmen.

"Where are all these extra technologists, technicians and craftsmen to come from? The 'bulge' will do something to help, but it will not provide a long-term solution. They will come, I suggest—and can only come—at the expense, in each case, of the occupation which, so to speak, is next down the scale. Some boys who might become technicians will tomorrow train to be technologists; some boys who to-day might become craftsmen will tomorrow train as technicians, and some boys who to-day fail to obtain apprenticeships will tomorrow train to be craftsmen. All this of course shows the enormous importance of expanding and improving our educational facilities. It also shows the importance of proper systematic training of apprentices at all levels, and not only apprentices, but the semi-skilled as well. But in particular it demonstrates the need for proper standards of selection and for ensuring that those standards are not set higher than they need to be.

"I suppose it is true to say that in this country—as much work has been done on the evolving of satisfactory selection techniques as in any in the world. The tools are there. But I cannot help feeling that not enough firms treat this subject with the seriousness which it deserves."

Speaking on training schemes inside firms Mr. Macleod said that these would never be really effective unless there was determination on the part of everyone concerned to see that they were properly implemented. "I imagine that most of the firms represented at this conference appoint one person to be responsible for organising and supervising the training of their apprentices—or different groups of them," he said. But I am sure you do not regard your job as done when you have drawn up a programme for your apprentices to ensure that they spend say three months in this department and three months in that. Such a programme is,

of course, of the very greatest importance in ensuring that a boy receives an all-round training in his craft. But do you make sure not only that he spends so long in each department, but that he is properly taught when he is there?

"Instruction in the art of instruction is the essence of the problem. Because a man is an excellent craftsman this does not mean that he knows how to pass on his knowledge to others. The ability to teach is not something which we all of us have by instinct; it is a skill in its own right and it has to be learnt. We, in the Ministry, run a Training College at Letchworth for the instructors in our own training centres and we feel rather proud of it. That this feeling is not entirely misplaced is, I think, shown by the fact that dozens of firms have sent their own instructors to us to be trained. But this is the only centre of its kind that exists anywhere in the country. Surely this is not enough. I am very glad to know of the efforts which B.A.C.I.E. itself is making to develop this type of training but I think it is time that industry as a whole was more fully alive to the need."

The Textile Institute announces that The Textile Institute Scholarship awarded under the terms of a grant from the Cotton Industry War Memorial Trust, has been awarded to Miss Susan Haworth, Croasdale, Woodgate Road, off Billings End Road, Blackburn. Miss Haworth's award will enable her to take an Honours or Ordinary Degree Course in the Department of Textile Chemistry, at the Manchester College of Science and Technology.

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New Minister of Education a Science Specialist

"Our Educational Prestige never so High."

Making his first speech since his appointment as Minister of Education, Mr. Geoffrey Lloyd, opening the Brunel College of Technology, Middlesex, said that 60 per cent. of boys in grammar schools now specialise in Science, which might make it seem rather odd that he was apparently the first Minister of Education ever to have been a Science specialist at school.

"The Press," he went on, "especially the Educational Press, has naturally stressed this but it inevitably conveys some indirect implications about my attitude to scientific and classical studies respectively. Since I hold strong views on the subject I would like to express them directly. I am extremely grateful to have had a scientific education and I hold that this is at least the equal of classical studies as a mental discipline; but I also have a passionate love for the humanities. I detest the false antithesis between scientific and classical learning; I do not know which extreme would be the worst: legions of 'godless technicians' or crusted classics retreating from the atomic age behind a battery of Latin tags. The Greeks themselves pursued humane and scientific studies with equal fervour and so should we in our great enterprise of providing for all our people a liberal education, that is an education suitable for free men.

"Broadly speaking the literate democracy of today is the product of the old elementary schools system; but we are already in mid-course of carrying out the great reforms under the Butler Act which will profoundly change our society.

When I made a tour about a year ago of some twenty representative schools in Birmingham and Warwickshire I was both amazed and enormously encouraged by the progress being made. I recall especially the delightful combination of intimacy and leadership in the infant schools, the beauty of the new schools, the growth of scientific studies, and the notable advance in the general technique of teaching and stimulating the interest of the boys and girls. Above all it was exciting to observe in the increasing numbers at the secondary schools the translation into real life of the central principle of the Butler Act, that we deliberately are aiming to educate everyone in England and Wales up to the limit of his capacity.

Butler Act most Fundamental Social Reform

For this reason the Butler Act must be regarded as the most fundamental social reform of the Twentieth Century. All the barriers to opportunity must come down, whether this is done by providing financial help sufficient to enable students to stay on at school or go to technical college or university; or by ensuring a way forward for those whose talents develop late.

"As the general standard of education rises and as this process produces new leaders who stream out into the active life of the nation you might, if you thought in old fashioned terms, say that a new governing class was being born. But this would be to put it wrongly, for although they are bound to be leading men in the

broadest sense by virtue of ability they do not spring from any one class but from the nation as a whole.

From this I hope a healing sense of unity will flow. Few people now remember the extreme class bitterness between the aristocracy and the rising middle class in the nineteenth century because, almost in a generation, the public schools merged the two contestants to form what became known as the governing class. The educational reforms under the Butler Act, in my belief, will similarly forge an even wider alliance, in fact embracing the whole of the nation. As I see it, the old class issues are dying and we should all of us help them to die quickly.

Although the public are now taking a much greater interest in education, the country has not yet woken up to the magnitude and success of our educational progress. Our educational prestige amongst other nations has never stood so high. Our new school buildings have caught the imagination of the world for their beauty, fitness and economy.

But how many people realise that a school place is one of the few things that do-day cost less than in 1949, to the tune of a total saving of £80 million in hard cash? And is it not odd that the British public hears about the excellence of our school buildings through reports from Germany of the sensational success of a replica of one of our primary school classrooms at the Berlin Fair? The nation can indeed take heart from the high quality and massive scale of educational advance since the war; and we ought to feel pride and gratitude for what educational leaders, thinkers, teachers and architects have achieved.

To-day, and for at least a generation ahead, the country will have to direct its energies and its ablest men towards the decisive strengthening of the economic sector. The educational reforms could not have been better timed to produce the flow of more highly educated workers essential for the more intricate processes and machines of the atomic and electronic age.

Technological Education Insufficient.

"On the other hand, using 'hindsight' as the Americans say, and looking back over several generations we have scandalously neglected technological education and have paid the price. By this I do not mean to denigrate the high standard of British technical education but only to emphasise that it was insufficient in quantity and scope. And in the days of our greatest power and wealth we were, I think, inclined to take industry itself for granted and not to pay it sufficient attention and honour, considering that we really owed our whole position to it.

"Finance and commerce are great contributors to national wealth but historically they have never survived for long unless based upon a large and virile industry.

"Thus I hold that in Britain to-day the post of honour is to be a leader on the factory floor because it is there that, in the last resort, the economic battle will be won or lost. These men must be leaders of a new kind,

highly qualified in the most advanced technologies, yet able to inspire the technicians and workmen around them. The £100 million Government plan launched by Sir David Eccles aims to produce many more of these men by a new method and the Brunel College is the first major new technical college building to be completed since the publication of the White Paper.

"The new method is the sandwich course, a peculiarly British blend of theoretical study on the one hand and down-to-earth practical training on the other. In a sense it is the application to industry of the educational system long used in medicine where the medical student has a prolonged period of study during which he is also "walking the wards."

"The industrial sandwich courses will last for about four years and will consist of a fully integrated scheme of study taking place alternately for six months at a time first in the College and then in the factory. Humane studies are being included in the mainly scientific framework; so is a careful emphasis on human relationship in industry.

"We have high hopes of this sandwich course class and of the expanded plan for technical education as a whole. This is designed to produce large numbers of technicians and craftsmen who are also of the greatest importance and who will back up the technologists in their work. The plans have been carefully laid and what is now wanted above all is the most vigorous support from industry, local authorities, schools and not least the parents.

"The great engineer Brunel is a fine name with which to launch our scheme. The achievements of Sir Christopher Hinton and Sir Frank Whittle tell us that Britain still produces great innovating engineers of the highest quality in the world. May our new technological systems help many more to make their mark!"

Visual Aids Need Partnership

Visual aids are invaluable when the child has not arrived at the common interpretation of certain words or terms said Miss Margaret Simpson, Secretary of the National Committee of Visual Aids in Education.

And she told the story of the class of seven-year olds having a history lesson who were asked to draw what they understood by certain terms. One child drew a picture of a man in pyjamas with an alarm clock. He was Early Man!

Miss Simpson, who was speaking at a preview of the revised version of the filmstrip "Switzerland and the World" said visual aids were now a recognized tool for teaching. The Educational Foundation Film Library had sent out 53,000 films in the last year and a very large number of filmstrips.

Miss Simpson added that it was important there should be a partnership in the making of a filmstrip. Teachers should advise on what should go into the filmstrip but technical people were needed to say how it could be presented and in all the filmstrips made in co-operation with the National Committee—of which the filmstrip "Switzerland and the World" was one—this partnership was observed.

When an idea was suggested either by a film company who wished to make a strip on a speculative basis or by

an industrial organisation who wished to finance a strip to promote educational understanding a central committee of visual aid groups studies their proposals and, if they approve it, recommend it to the Foundation. The National Committee then nominate a teacher adviser who works with the film producer all the way through, though particularly in the planning stages, to ensure the teaching approach is correct. When completed the strip is sent for review to teacher visual aid groups.

Miss Simpson ended by saying that it was important to get first-class material into schools.

The filmstrip "Switzerland and the World," 33 frames in colour, was then shown to an invited audience with a commentary by Mr. G. S. Campbell, F.R.G.S., the educational adviser. The strip is to sell at 7s. 6d., and is produced by Unicorn Head Visual Aids Limited, and is available from them or from the Educational Foundation Library, Brooklands House, Weybridge, Surrey.

Because of the success of the experiment in part-time nursery education, the L.C.C. have decided that three nursery schools, five nursery classes and the seven new nursery classes which are opening this year and the ten new classes which it is hoped to open in the following year shall be organised on a part-time basis. School units providing part-time nursery education have been designated nursery centres to distinguish them from the units giving full-time nursery education, but it is now proposed to designate all school units providing nursery education as nursery schools.

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Schoolchildren better Informed

"The children going into our school system to-day will certainly prove to be on the average better informed than the children of any earlier generation, better equipped to earn their own living, and in a better position to discover for themselves worthwhile experiences," said Sir Edward Boyle, speaking at the annual dinner of the Manchester Teachers' Association.

Referring to the important part played by the primary schools, and the teachers in them, since the war, he said "When the history of the post-war years comes to be written, a great deal of credit will go to the primary teachers who bore the heat of the day during that vital and exacting period." Improvements had taken place in educational standards "at a time when primary school classes were larger than they are likely ever to be again."

Speaking of the effect of television and radio on schoolchildren, he said he did not doubt that the television set had enabled very many children to develop a real interest in certain aspects of the modern world with which they would not have come in contact otherwise. The effect of the radio and gramophone in giving to literally hundreds and thousands of young people a discriminating taste in music could not be over-rated.

Sir Edward spoke about the proposed general grant system of payments to local authorities and said that however strongly they campaigned against this system, he hoped they would be careful not to play into the hands of those who were already too inclined to say that educators were prepared to throw money about, irrespective of the needs of the country. "When all is said and done we do, of course, no harm by admitting that it is a good thing that the public should wish to be assured that they are getting good value for the money spent."

"Finally," he said, "surely you do not want to let your campaign result in the partners in the education system being set against one another. We have, after all, developed a unique system of educational government in this country: the State, the local education authorities, the teachers, the managers and governors, the religious denominations, the parents—they all have their part to play, and we have evolved, I believe, a very sensible distribution of responsibility and powers. We ought not to lose it, and I believe there is no reason why we should."

"Whatever the rights and wrongs and pros and cons of the general grant, I am not myself convinced by the assertion that the 1944 Act and percentage grants are inextricably bound up with one another."

Sir Edward said that if and when the general grant system came into force, he hoped that they would persuade members of the public to be prepared, both as taxpayers and ratepayers, to spend more money on education.

"For my part," he added, "whatever the results of the general grant, I should hope that public interest in the education service will be increased considerably."

There are in Scotland 1,507 uncertificated teachers, which is about 4 per cent. of the total number of teachers in public and grant-aided schools.

Need for Specialist Teachers

Courses for 1958-59 Announced

More specialist teachers are needed, particularly in the secondary schools says a Ministry of Education memorandum to local education authorities which asks them to draw teachers' attention to the various supplementary courses of specialist training available.

The memorandum says that although recruitment to courses starting last month, especially in mathematics and science, was heavier than in recent years, the need for teachers well qualified in those subjects, and in handicrafts, housecrafts and physical education as well, continues to grow as the post-war bulge reaches the secondary schools. Authorities are therefore asked to second suitable teachers on full salary, notwithstanding the present staffing difficulties.

Supplementary courses, lasting one academic year, are available to serving teachers, and to two-year training college students on completion of their initial training. Special advanced courses, also of one year, are offered to experienced teachers for high-level work in particular fields of education. There are also courses of a term's length in various subjects.

Training college students who take any of the courses on completion of training will be eligible for a grant for the further year of training. Supplementary or special courses satisfactorily completed will be regarded as periods of approved training for purposes of increment to salary.

Teaching Overseas

Government to Stimulate Recruitment

A small unit has been set up in the Ministry of Education to assist the Colonial Office and the British Council in recruiting teachers for overseas posts and to help in placing teachers on their return.

In a circular to local education authorities Mr. Geoffrey Lloyd, the Minister of Education, asks authorities and school managing and governing bodies to do everything possible to enable teachers who want to do this work to be seconded for a limited period and to give sympathetic consideration to applications for posts from returning teachers who have given up their previous engagements in the United Kingdom. He also hopes that employers of teachers will do all they can to ensure that the promotion prospects of those who have served overseas are not impaired as a result of their temporary absence from this country.

The main obstacles which, in the past, have deterred British teachers from taking posts overseas, says the circular, have been a lack of assurance about adequate salary and security of contract and the uncertainty of re-employment on return. Security is generally assured if the employer is the Government of a British Territory overseas; in other countries it can often be provided by a covering contract with the British Council which accepts responsibility for filling the post on behalf of an overseas authority. The British Council is able also, on occasion, to give financial assistance to make overseas posts more attractive to teachers from the United Kingdom. The Government propose to extend these arrangements. The problem of resettlement on return is most satisfactorily settled by secondment whenever this is practicable.

Living and Learning

An Exhibition of New University Architecture.

An exhibition of examples of new university building, both in this country and abroad, was held at London University early this month.

A big programme of reconstruction is under way in the United Kingdom—over £12 million a year—and it is of great importance that new buildings in our Universities should have lasting architectural merit and make a visual contribution to the education of students who live and work in them. More than three-quarters of the student population are at newer universities which are expanding rapidly and where present additions will, for good or ill, crystallize the future atmosphere of the whole university. Good grouping and planning that is sufficiently far-sighted to avoid the muddles of the past half-century are of prime importance.

The exhibition consists of photographs, plans and original drawings, and is roughly divided into sections dealing with lay-out, science buildings and residential areas.

The exhibition was arranged by the University Architecture Exhibitions Committee with the support of the Arts Council of Great Britain and will visit the following university cities: Oxford, November 25th—December 10th; Cambridge, January; Birmingham, February; Leeds, March.

Defence of Modern Youth

People seemed to be generally agreed that among the youth of to-day there had been some weakening in respect for authority, said Sir Edward Boyle when addressing the annual conference of youth leaders at Bristol, but he went on "I think it is extremely important to discriminate when one is censuring the behaviour of young people, and here, of course, I am thinking especially of the so-called 'teddy boys.' No sane person has ever defended ill manners, whether in private or in public, let alone acts of violence.

"But I cannot see myself that there is anything wrong in young people developing an interest in clothes, still less in jazz. Indeed, I have been told before now that the sartorial extravagances, which have attracted so much publicity, are accompanied by greatly increased standards of personal tidiness and cleanliness.

"Another thing I am rather tired of hearing is that boys and girls to-day have much worse manners than they had a generation ago. I just don't believe that it is possible to generalise about this sort of thing. I believe that the accusations of widespread ill manners, like the wholly false accusations of widespread illiteracy, come suspiciously from those who are somewhat out of sympathy with the education service as it has developed to-day.

"Altogether, one has got to recognise that young people are growing up faster, and we can only expect that as a result they will become increasingly impatient of adult leadership at an earlier age than before. I should like to suggest that the remedy for this is not stronger external disciplines.

"Leaders should not be thrust upon young people, if only because they are less likely than ever before to accept them. Indeed, I should have thought that the whole process of education must clearly lead towards a

growing sense of responsible independence. Such an approach would, after all, be thoroughly consistent with many other external influences that affect young people to-day. And in any case, a growing sense of responsible independence is surely just what we want to see?"

Girls as Scientists

A further appeal to girls to take up science and technology was made by Sir Edward Boyle, Parliamentary Secretary to the Minister of Education, when opening extensions to the Kesteven and Grantham High School for Girls last month.

Although nearly half the women between the ages of twenty and thirty-four were in gainful employment said Sir Edward, too few of them were engaged in science or technology. This might be due to the feeling that science and technology were dirty jobs, which necessarily meant "messing around in overalls." But this was not so. "Much of the work involves simple first-class brain power, research and the ability to concentrate, and no one will have any doubt that the ablest women possess these qualities to the full."

Girls were fully the match for the boys at school but too few of them went on to the universities. "The number of girls in universities," he said, "is only one-third the number of men and only about 100 girls were in technological departments compared with about 5,000 men. For every seven boys released by their employers for part-time day courses there is only one girl. This does suggest that there are pretty big resources which remain untapped."

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FILM STRIP REVIEWS

EDUCATIONAL PRODUCTIONS LIMITED

No. 5199—Our Village.—This new title in the "Meet Your Neighbour" series shows a long established village as it is today and indicates how aspects of earlier days such as the village green and older houses may be recognised. The village is Chilham, Kent, and the map serves to indicate how the village has developed round the road junction. Modern developments make a striking contrast to the village pump and windmill; the travelling shop, the County library van and the snow-plough all bring the village up-to-date. Occupations are well dealt with and we meet the village policeman, postman and district nurse. The village church has one of the finest collections of brasses in England. And what could be a more fitting close to the strip than cricket on the village green. This strip will serve to consolidate some of the facts gained from the material in those helpful strips—"What is your Work?" "Where do you Live?" and "How do you Travel?" 33 frames.

No. 5155—British Birds—Strip 5.—Garden and Hedgerow Birds.

It is fortunate that in schools in busy towns two aspects of nature study may be observed all the year round—the local trees and birds. This useful strip deals with fourteen common birds likely to be met with anywhere in garden and hedgerow, and even the youngest pupil will be familiar with half of these. The photographs, all the work of John Warham, show adult birds, nests and nestlings. The birds are easily recognisable and the great titmouse is so well positioned to show the black breast-markings that there can be no confusion with its smaller cousin the blue-tit. In the script the author has given us lengthy descriptions of habits and habitats—information which is sufficiently informative for the non-naturalist teacher to save further reading. 35 frames.

No. 0241—Where the Rainbow Ends.

Excellent colour photographs by Rimis Ltd. from the production at the Stoll Theatre, December, 1950. Ernest J. Tytler has made it quite clear that this was the play by which he was introduced to the theatre; no wonder then that he has taken such pains to adapt the script so that it may be performed as a classroom play, and there will be many who will thank him for this for classroom plays of this nature are in great demand. Additional copies of the script are available at 2s. 6d. each. Unlike most of the strips in the series there are no close-ups; instead there are group pictures which take in most of the settings, and a few pictures to convey the dialogue between Vera and Carey and the Dragon King and Dunks. 25 frames.

COMMON GROUND LIMITED

WA476—Good Grooming for Girls.—A Workshop strip by Mary Salter, Deputy Head of a County Secondary School in Hertfordshire, but the success of the strip will be as much due to the artist as to the author; for Dagmar Lehrs has drawn some pleasing and effective sketches of Linda, the girl who does everything right, and Daisy who can do only what is wrong. Short-haired Linda, upright, beaming with health; long and scraggy-haired Daisy, slouching, apathetic and tired—these characters are side by side in every frame. The lesson is learned over and over again as the strip proceeds—to be a Linda and not a Daisy. The pictures will no doubt capture the pupils' interest at all stages, and portraits of Linda and Daisy may well be copied in the scholars' note-books. Body cleanliness;

care of hair, teeth and hands; posture; sleep and rest; fresh air and exercise; food; feet and shoes; clothes—all are dealt with and follow-up suggestions given. 21 frames.

I.A. 781—A Birthday Picnic.—An Isotype strip in colour for the upper classes in the Infants' School. The illustrations by Barbara Young are delightfully simple, yet charmingly arranged. Reading matter as a continuous story is placed below each frame. In Part 1 Mary gets her eggs from the hen run and with flour, butter and sugar shows how to mix the ingredients and bake and ice the cake. Part 2 shows mother packing for the picnic while Mary and her two friends set off to find a suitable spot at the place to be visited. Having crossed a stream by stepping stones the children select a spot and commence to build a wigwam. That finished, mother is spotted and joins the children who lay the cloth and prepare the picnic. Many useful words will have been learned and memorised from this strip so typical of children's play. 30 frames.

CGA753—Life in the Hebrides.—Charming photographs in colour by Tom Weir, Douglas Scott and James MacGeoch—pictures very typical of these lovely islands, representing a way of life unique in Britain. A little of the past is shown to indicate romance but the major portion of the strip portrays life as it is at the present day; indeed, it is up to date enough to show the occupation of St. Kilda by the R.A.F. Here, too, is an example of the problem of depopulation resulting from the inability of the islands to support all who are in them; the problem of transport is also discussed. Frames 8-20 show how the utmost is gained from land and sea; where else are sheep left for a year to fend for themselves, and where else in so small a community could one find an industry comparable to that of Harris tweed? a most valuable contribution to our knowledge of the Hebrides. 35 frames.

Unicorn Head Visual Aids Limited have pleasure in announcing that the excellent strip SWITZERLAND AND THE WORLD which we have already commented on very favourably in these pages is now available at the reduced price of 7s. 6d.

British Scientist receives U.S.A. University Appointment

The International Nickel Company Inc., has established a Chair in Chemical Metallurgy at Columbia University. The Chair is endowed by a grant of \$350,000 and the company made a gift of \$75,000 for special expenditures incidental to the establishment.

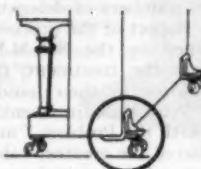
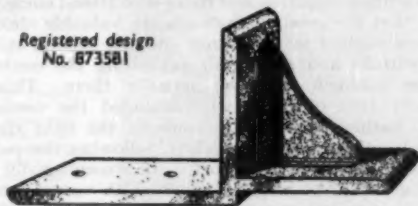
In making the grant, Henry S. Wingate, President of International Nickel, explained that the company wishes to support fundamental research in the surface chemical and physical aspects of many problems in extraction metallurgy. "We hope," said Mr. Wingate, "that this Chair, the work of which will extend beyond any previous studies on the properties of interfaces, will encourage research contributions to basic knowledge in this important field."

The Trustees have designated the new Chair as the Stanley-Thompson Chair of Chemical Metallurgy in honour of Mr. R. C. Stanley, Chairman of International Nickel until his death in 1951, and Dr. J. F. Thompson, his successor; both outstanding alumni of Columbia's School of Mines.

The first incumbent will be Dr. Jack Henry Schulman, of Cambridge University, a Fellow of Trinity Hall and Reader in Surface Chemistry. Dr. Schulman, a Vice-President of the Royal Institution and the Faraday Society, was a scientific advisor to the Ministry of Supply during the war, for which service he received an O.B.E. He will begin his new teaching duties immediately.

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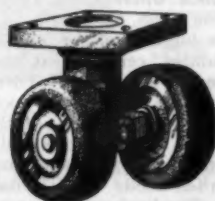
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Award for Schools Science Film

Premier award in the "Films for use in Schools" section of the Festival, held last month in Harrogate, was won by "Mirror in the Sky"—a film aimed at stimulating scientific interest among pupils of the middle-school age group.

Sponsored jointly by Mullard Limited and the Educational Foundation for Visual Aids and produced by Realist Film Unit Limited, "Mirror in the Sky" is part of the U.K.'s contribution to a series of modern science films being produced by countries of Western European Union.

It deals with the ionosphere and its significance in radio communication and outlines the work of Sir Edward Appleton in proving the existence of the second, higher atmospheric layer which bears his name.

Topically, the film ends with a reference to Radio Astronomy and the giant radio telescopes at Jodrell Bank, Cheshire, and at the Mullard Radio Astronomy Observatory at Cambridge University, which successfully tackled the job of tracking the orbit of the Russian earth satellite.

The plaque commemorating the award was presented jointly to Mullard and E.F.V.A. by Dr. Charles Hill.

National Education and Careers Exhibition

This is the title of an exhibition being organised by the National Union of Teachers, in close co-operation with the Association of Education Committees and the London County Council. The Union also has the support of the Ministry of Education and the Ministry of Labour, the Federation of British Industries, the British Employers' Confederation and the Trades Union Congress and various other bodies active in the education and careers guidance field.

It is also hoped to secure the co-operation of local education authorities and teachers and schools in all parts of the country to make the Exhibition truly representative of what is happening in education today.

The object of the exhibition is to arouse public interest in education and to be of value to parents and young people seeking information or advice about education and careers opportunities.

Fuller details can be obtained from the exhibition director, N.U.T., Hamilton House, Mabledon Place, London, W.C.1.

Research Scholarships for Science Graduates

The B.B.C. has awarded two research scholarships, valued at £435 per annum, to University Graduates in Electrical Engineering, giving them the opportunity to work for a higher degree at any University in the United Kingdom.

The first is to Mr. J. B. Izatt, who graduated at Aberdeen University with a 1st Class Honours Degree in Electrical Engineering. Aberdeen University engineering students attend the electrical engineering laboratories at Robert Gordon's Technical College and Mr. Izatt will conduct his researches there under the guidance of Dr. E. Wilkinson, B.Eng., Ph.D., M.I.E.E., and Mr. A. M. Hardie, M.A., B.Sc.(Eng.), M.I.E.E.

The second scholarship has been awarded to Mr. W. A. G. Voss who graduated at Queen Mary College, University of London, with a 2nd Class Honours Degree in Electrical Engineering. Mr. Voss will conduct his researches in the Department of Electrical Engineering at Queen Mary College, London, under the guidance of Professor M. W. Humphrey Davies, M.Sc., M.I.E.E.

BOOK NOTES

The Maladjusted Child—The Underwood Report and After.

(National Association for Mental Health, 5s. net.)

It is a common experience of those who attend conferences to regret that the good things said, the valuable ideas and experiences elicited in discussion and the general spirit of good intentions and endeavour pervading the conference should be confined to those actually there. This was particularly true of those who attended the conference organised earlier this year to consider the next steps in dealing with the maladjusted child, following the publication of the Underwood Report. An exceptionally well-qualified group of principal speakers with varied practical experience initiated a series of thought-provoking and fruitful discussions among the large numbers of delegates from all parts of the country. The Report of the proceedings of the conference now published by the N.A.M.H. should be read by all those who have the treatment, the care or the education of these children in their hands. The principal addresses dealt with "Why Maladjustment?" "Contributing Factors," "Dealing with the Problem" and "Next Steps" but there is much also of the greatest value to be gleaned from the discussions. An essential commentary on the Underwood Report.—C.

French Unseens, by Dr. I. C. Thimann (University of London Press, 5s. net.)

The bugbear of the "unseen" haunts all but the ablest candidates, certainly at the ordinary and often at the advanced level also. There can be no thoroughgoing preparation, as with set books and even—where a study is made of past papers—of the free composition. A book, therefore, that analyses and reduces to some semblance of system the problems of unseen translation is meeting a much felt need. Dr. Thimann's slim volume has done just this. The book contains two carefully selected word-lists—one for the O and one for the A level, a set of nearly seventy varied passages for translation about equally divided between the two levels, and some most helpful and succinctly expressed advice on the art of unseen translation. It is this part of the book that students will find particularly useful—this and the two carefully worked out model translations. A most useful book whose modest price, particularly considering that it will carry the pupil through the two examinations, should commend it to the modern language specialist looking for a competent treatment of this part of the subject.—C.

Lomond English, Book V, by Dr. Douglas M. McIntosh.

With Answers. (University of London Press, 4s. 9d. net.)

This volume completes this series designed for use in primary schools. Each lesson again contains a reading passage and graded exercises dealing with comprehension and language study. There are also questions for further study designed as jumping-off points for class discussion and oral or written composition. Considerable attention is given to grammar, both formal and informal, which ensures that the child shall go on to the secondary school with a sound foundation in mastery of the language. At the end of this volume there are a number of tests which have been standardised on thousands of children so that the norms can be used as a reliable guide in smaller schools where judgment of a child's rating is often difficult. There are full instructions for using the tests. The reading material is varied and pleasantly, though rather sparingly illustrated. Answers to the comprehension exercises and tests are provided for ease of marking.—C.

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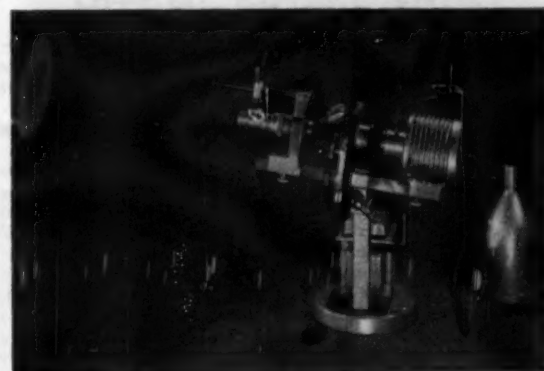
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This is the time of the year when gift books are in greater demand and the following new issues from Frederick Warne and Co. will help to meet this extra demand. They cover all ages from the youngest to the higher teenagers and are of the usual high standard associated with this well-known house.

For the youngest, and even older animal lovers, there is *Pindi Poo* (7s. 6d.) written and illustrated in colour by K. Nixon. It is the story of the adventures of a Dachshund puppy, with her friends and the star of a previous successful animal book, a Siamese kitten named Pushti.

For the next group—7 to 12—we have *Highland Cousin* (6s.) by I. Russell, with illustrations by Valerie Sweet, dealing with the adventures of a strange boy who lives a wild life alone in the Highlands of Scotland when he pays a visit to some strange cousins; *The Key and the Chest* (6s.) by Ella Monckton, with illustrations by Richard Kennedy, which describes a holiday in which young John Maxton endeavours to reclaim his family treasure which has been lost for many years; and *The Reindeer Twins* (7s. 6d.) by Jane Tompkins and illustrated by Kurt Wiese. The story tells the authentic life story of the young reindeer in their natural surroundings, giving a useful lesson in natural history as well as telling an exciting story.

Turning to those suitable for older teenagers there are among others *No Match for the Maitlands* (8s. 6d.) by Sheila L. Mills, a story set in the Lake district which tells what happens to the Maitland children when they discover some forged bank notes in the village and of the subsequent events which led to the solution to the mystery; and *Snow on the Wold* (8s. 6d.) by Wilfrid Robertson. In this is described the adventures of a young man who discovers a country-side organization of crooks in the Cotswolds, and he sets himself the difficult and dangerous task of tracking down these criminals and bringing them to justice.

In a special category is *The Observer's Book of Railway Locomotives of Great Britain* (5s.), a new and revised edition of this popular book by H. C. Casserley, containing a complete list of every locomotive which is named and tables of Diesel and Electric Locomotives seen on British Railways. With over 200 photographs and 8 pages of colour plates.

From Angus and Robertson we have a fascinating book for boys, *The Opium Smugglers* (10s. 6d.) by Ion L. Idriess. It tells of two boys who signed on a ship going on a fishing expedition but find themselves involved in some exciting adventures concerned with, as the title suggests, opium smuggling.

Hullo, Mrs Piggle-Wiggle (7s. 6d.) by Betty MacDonald is a contribution from the house of Hammond, Hammond and Co. It is the story of a lovable character to whom harassed mothers turn for cures for little boys and girls with bad habits. Illustrated by Anne Scott the present volume deals with the Show-Off Cure, the Cry-Baby Cure, the Bully, the Whisperer, and the Slow Coach. A book which will be enjoyed by all children from 6 to 10, and perhaps even older.

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MISCELLANY

Dunlop have made examination awards of more than £800 in all to eighty of their employees, including seventeen awards worth £48 to students taking the General Certificate of Education examinations.

The *Berzsenyi Grammar School* at Sopron, Western Hungary, is 400 years old. The first school literary and debating society in the country was formed at the school in 1790 by the poet János Kiss.

In order to save time and paperwork, Educational Productions announce that they have now given reference numbers to all their filmstrips so that these can be quoted instead of the full titles when ordering. Copies of their new numbered catalogues are available from East Ardesley, Wakefield, Yorks.

The *Royal Society of Health* announces that Lord Cohen of Birkenhead has accepted nomination as President of the Society in place of Lord Percy of Newcastle who has decided to retire for health reasons. Lord Cohen's election will take place at the Society's Annual Meeting in May, 1958.

A total of fifty new rooms for general schools and twenty-one rooms for secondary schools are to be built in Budapest next year in addition to the completion of restoration work on damaged schools. New kindergartens will cater for 500 more children reports the newspaper *Népszabadság*. And the capacity of regional creches will be increased by 180.

The Minister of Education stated in the Northern Ireland House of Commons that the total expenditure on education by the Ministry and Local Authorities during the financial year 1956-57 was £12,500,000 of which approximately £2,350,000 or 18.8 per cent., was met by local authorities. This compares with about 40 per cent. met by local authorities in Great Britain.

The *Victoria and Albert Museum* announce Christmas holiday lectures for boys and girls from ten to seventeen on December 30th, "Pastimes and Games"; January 1st, "Lute, Harpsichord and Viol" (a concert with students from Trinity College of Music); January 3rd, Demonstrations of how "Armour in the Middle Ages and Later" was worn.

In view of the continued rise in the cost of living, the Executive Committee of the Educational Institute of Scotland has resolved to proceed at once with an application for higher salaries. The resolution calling upon the Institute to press for an immediate interim increase in the salaries of all teachers was carried unanimously.

The *University of London King's College* announce that they have accepted a grant from the Rockefeller Foundation of \$121,000 to be used over the next three years for research in biophysics under the general direction of Professor J. T. Randall, F.R.S. The new grant marks the continuation of the foundation's support for this field of research at King's College initiated in 1947.

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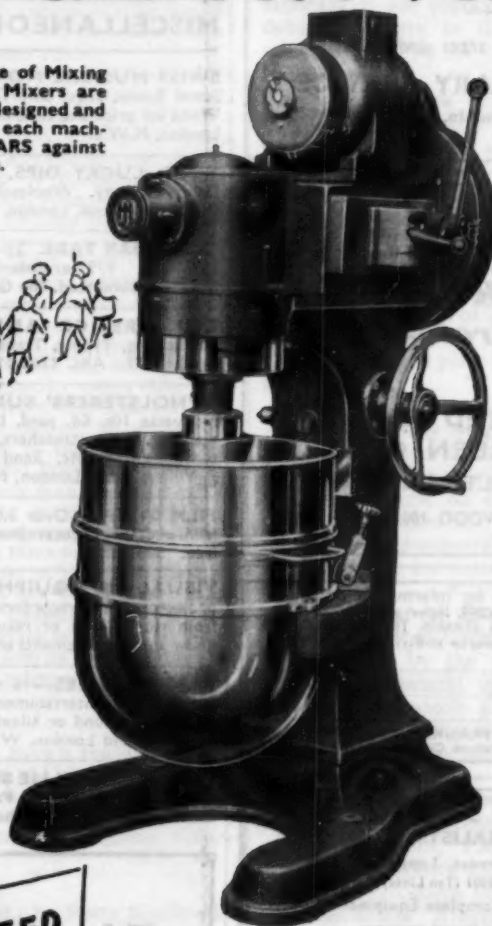
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